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ABSTRACT

This paper, intended to assist users in developing a rationale for vocational education, lists a series of values, followed by two or more citations from the literature that support the particular item. The thesis of the paper is that vocational education can and does play a number of significant roles in the secondary school setting. The values discussed in the paper are personal values, academic values, and societal values. Each of these values is presented in the context of opportunities, followed by one or more quotations that support the item identified as a value under one of the three areas of contribution. Thirty-three sources are cited. (KC)

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VALUE IN VOCATIONAL EDUCATION

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and

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VALUE IN VOCATIONAL EDUCATION

By

Donald Maley, Ph.D.

December 1990

FOREWORD

This work titled Value in Vocational Education is intended to be used as a working document to assist the user in developing rationale for vocational education. The format of this presentation involves the listing of a series of "values" that are followed by two or more citations from the literature that support the particular item.

It is also important to note that the "values" are, in many cases, not the usual or standard points of advocacy for vocational education. They are, however, in areas of discussion and meaning commonly associated with the broad educational community. This is one reason for their selection, so that the contributions of vocational education could be made on the common grounds or arenas of the educational community where the advocacy is so frequently needed.

This material and its format were designed and developed to be a resource tool in the hands of the vocational educator and not a formal documentary or scholarly paper. The manner of presentation was selected and used to assist in its usefulness to the advocate in his/her discussions with educational colleagues in other fields or in administration.

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VALUES IN VOCATIONAL EDUCATION

> The use of the term "values" in this presentation is intended to mean those positive outcomes that can be attributed to Vocational Education.

It is the thesis of this presentation that Vocational Education can and does play a number of significant roles in the secondary school setting. These selected role potentials are due to Vocational Education's unique environment (laboratories, classrooms, and actual workplace), its educational processes, content, and function. There are three important areas of contribution associated with Vocational Education that will be dealt with in this discussion. These areas include the personal, the academic, and the societal. A further clarification of these three areas is presented in the following brief commentary associated with each.

Personal Values (those contributions directly related to the individual student)

Academic Values (those contributions that contribute to enhancement of academic achievement)

Societal Values (those contributions to the individual as a functioning number of society)

> We want schools to help students achieve intellectual, social, vocational, and personal goals. Vocational Education addresses all of these goals. (p. 3)
>
> --The Unfinished Agenda

Each of the above areas of contribution will be presented in the context of opportunities. This will be followed by one or more quotations that support the item identified as a value under one of the three areas of contribution.

Personal Values

Vocational Education provides opportunities for the individual student--

1. . . .to be a somebody among one's peers.

> If you don't do anything for an individual help him/her to be a somebody.
>
> From: Dr. Lawrence Derthick,
> Former U.S. Commissioner of Education
> --In an address to the Maryland Congress of Parents and Teachers.

> The more things that you can do, the better you feel about yourself--the ability to fix something, to understand something because you've taken it apart. That positive self-image spills into every other thing you do. You may become a medical doctor, but that self-confidence helps you in school in interpersonal relationships. (p. 19)
>
> From: Copa, G.H. et al., (1985)
> An Untold Story

> In any activity, skills and self-beliefs that ensure their optimal use are required for successful

functioning. If self-efficacy is lacking, people tend to behave ineffectually, even though they know what to do. (p. 425)

From: Bandura, A., (1986)
Social Cognitive Theory

Self-esteem and responsibility must be woven into the total educational program. (p. 65)

From: California Task Force, (1990)
Toward a State of Esteem

2. . . .to achieve success and a sense of accomplishment.

Many of those kids go far beyond their expectations of what they're able to do. So a good program will challenge kids, will lead them to new achievements they haven't done, and will increase their self concept. (p. 15) (Comment by a superintendent regarding students in vocational education)

From: Copa, G.H., et al., (1985)
An Untold Story

A sense of personal competence results in self-esteem. Personal competence is often an intended part of the secondary vocational education curriculum. Although students do not readily perceive this intention, they are able to articulate the positive changes within themselves. (p. 3)

From: Copa, G.H., et al., (1985)
An Untold Story

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The development of competence pervades vocational education. The vocational education. The three types of competence are (1) skill competence, the realization that "I can do it"; (2) personal competence, the sense that "I feel good about myself"; and (3) contextual competence, the insight that "I know how and where I can fit in the world." (p. 3)

From: Copa, G.H., et al., (1985)
An Untold Story

It is impossible for the average boy (or girl) to grow up and use his (her) remarkable capacities that are in every boy (girl), unless the world is for him (her) and makes sense when it understands that its chief wealth in these capacities. (P.4A)

From: "Career Opportunities: Search for relevance." Chemical and Engineering News

3. . . .to pursue individual interests in the educational setting.

For a comprehensive high school or junior high, you need a broad range of experiences that will fit the needs of a lot of different kids. Somewhere in that school the kid needs to find a place to have success. (p. 18)

From: Copa, C.H., et al., (1985)
An Untold Story

The value of vocational education...is...that they, for possibly the first time in their lives, work on something that really interests them, experience success, see worth and outcome of their efforts. . . (p. A23)

From: Charles Brodhead, a New York Business Executive The Washington Post Newspaper (1990)

. . . The nature of vocational programs, and their content and structure, merge the students' school and nonschool lives to a greater extent than may be true of other secondary school programs, thus surfacing problems for discussion. (p. 5)

From: Copa, G.H., et al., (1985)
An Untold Story

Vocational education is a means by which a secondary school can be comprehensive, serving the needs and interests of all students in a prescribed geographic area. (p. 15)

From: Copa, G.H., et al., (1985)
An Untold Story

4. . . .to develop personal qualities contributing to effective living and achievement.

We want schools to help students achieve intellectual, social, vocational, and personal goals. Vocational Education addresses all of these goals. (p. 3)

From: Nat. Com. on Sec. Voc. Educ. (1984)
The Unfinished Story

. . . The psychologist, Ernest Becker. . .argues that man is driven by an essential "Dualism"; he needs both to be a part of something and to stick out. . . (p. xxii)

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From: Peters, T.J. and Waterman, R.H., (1982)
In Search of Excellence

The purposes of vocational education are those ends to be attained by students. These are: building competence, applying the basics of knowledge to and from vocational education, thinking through problems, learning technical skills, exploring life roles, learning to work together, expressing self, extending self to community, and going on stage with life roles. (p. 3)

From: Copa, G.H., et al., (1985)
An Untold Story

. . .vocational education is not merely an alternative to college for disadvantaged youngsters but offers a means to college, because it can confer the habits and attitudes that produce college success. (p. A23)

From: Comment by Charles Brodhead
New York Business Executive in
The Washington Post Newspaper

5. . . .to utilize individual aptitudes, learning styles and motivations.

The real strength of Vocational Education lies in its ability to motivate students. (p. 5)

From: Nat. Com. on Sec. Voc. Educ. (1984)
The Unfinished Agenda

. . .they (in Vocational Education) become

motivated, develop self-confidence, learn to persevere, problem-solve, work as teams and take responsibility for their actions. (p. A23)

From: Comment by Charles Brodhead
New York Business Executive in
The Washington Post Newspaper
(1990)

6. . . .to explore occupational, vocational and career goals.

Many of those kids (in Vocational Education) go far beyond their expectations of what they're able to do. So a good program will challenge kids, will lead them to new achievements they haven't done, and will increase their self-concept. (p. 15) (Comment by a superintendent regarding students in vocational education).

From: Copa, G.H., et al., (1985)
An Untold Story

People need encouragement to stretch, to go for their dreams, to be confident of their decision-making capabilities, and to risk success. (p. 36)

From: California Task Force (1990)
Toward a State of Esteem

We have in America a wonderful treasure--the vocational-technical education system. The overwhelming majority of the best new jobs in America today are being filled by men and women educated in vocational-technical schools. (p. 1)

From: Farley, M.R. (1989)
President, Farley & Associates, Inc.
America's Hidden Treasure

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7. . . .to explore one's self in terms of strengths, weaknesses, likes, dislikes and aspirations.

> The connection between any aspect of a vocational class and a student's immediate life gives meaning to school. Some concerns that give meaning to school are as concrete as fixing the brakes on one's car. Others are less tangible, such as learning about sibling rivalry. (p. 15)
>
> From: Copa, G.H., et al., (1985)
> An Untold Story

> Uniqueness of individual needs was recognized in the early development of vocational education. (p. 67)
>
> From: Miller, M.D. (1985)
> Principles and Philosophy of Vocational Education

> Vocational Education has many purposes. In addition to the development of technical skills, many purposes have a humanistic dimension to them. The change of pace in school, development of competence, experience with public presentation, relevance of materials and skills learned, opportunity to explore, and equity in the classroom, all contribute to many dimensions of students' development. (p. 19)
>
> From: Copa, G.H., et al., (1985)
> An Untold Story

8. . . .to experience goal centered education conducive to personal assessment of progress.

Educational practices should be gauged not only by the skills and knowledge they impart for present use but also by what they do to children's beliefs about their capabilities, which affects how they approach the future. Students who develop a strong sense of efficacy are well equipped to educate themselves when they have to rely on their own initiative. (p. 417)

From: Bandura, A. (1986)
Social Cognitive Theory

. . .it opens wide the door of opportunity for millions of young people, displaced workers, and the handicapped to build rewarding and fulfilling lives for themselves and their families. (p. 13)

From: Nat. Council on Voc. Educ. (1989)
America's Hidden Treasure

9. . . .to increase one's earning power

Students who completed vocational education sources made an average of $1,724 a year more than those employed in the same fields but who did not participate in vocational education programs. . . (p. 7)

From: Greenhut, M. (1989)
Real Learning

A positive work ethic is promoted through Vocational Education. (p. 91)

From: Miller, M.D. (1985)
Principles and Philosophy of Vocational Education

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. . .youth from disadvantaged backgrounds who take vocational courses are less likely to be unemployed and more likely to obtain better paying jobs.

From: Bishop, J. (1988)
Vocational Education for at Risk Youth: How can it be made more effective (1988)

Vocational-technical education offers a course of study that leads to exciting and financially profitable work. It opens wide the door of opportunity for millions of young people, displaced workers, and the handicapped to build rewarding and fulfilling lives for themselves and their families. (p. 3)

From: Nat. Council on Voc. Educ. (1989)
America's Hidden Treasure

An important and often overlooked contribution of the vocational-technical education system is the training of at-risk populations to become economically self-sufficient. This training enables people who might otherwise be deprived of the opportunity to work with satisfying and dignified ways to earn their own way. (p. 6)

From: Nat. Council on Voc. Educ. (1989)
America's Hidden Treasure

A study of New York City conducted by the New York City Board of Education, Office of Education Assessment, found that the dropout rate for occupational (vocational-technical education) students was 4.7 percent, while the non-occupational education student dropout rate

was 13.5 percent, nearly three times as high. (p. 6)

From: Nat. Council on Voc. Educ. (1989)
America's Hidden Treasure

10. . . .to engage in an educational experience contributing to the achievement of natural developmental tasks inherent in the person.

. . .the development of young people in the holistic sense is so crucial to the caliber of future adults that for school programs to impede adolescent development in any way would be an enormous net minus for society. (p. 16)

From: Peters, T.J. and Waterman, R.H. (1982)
In Search of Excellence

11. . . .to experience immediate feedback on "how well am I doing."

. . .students get immediate feedback on how well they are performing. (p. 5)

From: National Com. on Sec. Voc. Educ. (1984)
The Unfinished Agenda

12. . . .to broaden one's experience in the educational setting.

Vocational education has many purposes. In addition to the development of technical skills, many purposes have a humanistic dimension to

them. The change of pace in school, development of competence, experience with public presentation, relevance of material and skills learned, opportunity to explore, and equity in the classroom, all contribute to many dimensions of students' development.

From: Copa, G.H., et al., (1985)
An Untold Story

13. . . .to set personal and career goals.

. . .the ideal aim of education is creation of self-control. . . (p. 75)

From: Dewey, J. (1938)
Experience and Education

Academic Values

Vocational education provides for the enhancement of the individual's academic achievement through opportunities--

1. . . .to apply the basics of mathematics, science, social studies, economics and communications in integrated and realistic situations.

The pupils have got to be made to feel that they are studying something and not merely executing intellectual minuets. (p. 9)

From: Whitehead, A.H. (1953)
The Aims of Education

It is a sound educational principle that students should be introduced to scientific subject matter and be initiated into its facts and laws through acquaintance with everyday social applications. . . (p. 98)

From: Dewey, J. (1938)
Experience and Education

. . .it is not sufficient to teach knowledge and procedures; instruction must also focus on conditions of application of the knowledge and skills being learned. (p. 54)

From: Raizen, S.A. (1989)
Reforming Education for Work: A Cognitive Science Perspective

. . .evidence is beginning to accumulate that traditional schooling focus on individual, isolated activity, on symbols correctly manipulated but divorced from experience, and on decontextualized skills may be partly responsible for the school's difficulty in promoting its own in-school learning goals. (p. 18)

From: Resnich, L. B. (1987)
Educational Researcher

2. . . .to develop life skills associated with the world of work, i.e., dependability, responsibility, work standards, safety, etc.

Field-based learning programs benefit all students. These activities:

o Provide assistance to students in career decision making;

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- o Provide understanding of the reality of the workplace;

- o Allow for trial and error at a time when error is not devastating to a young person's work record;

- o Include opportunities to acquire necessary work habits, develop job skills, and establish an employment record;

- o Connect students and employers in mutually satisfactory arrangements; and

- o Motivate students by providing earnings and potential for regular employment. (p. 22)

From: Nat. Commission on Sec. Voc. Educ. (1984)
The Unfinished Agenda

. . .the nature of vocational programs, and their content and structure, merge the students' school and nonschool lives to a greater extent than may be true of other secondary school programs, thus surfacing problems for discussion. (p. 5)

From: Copa, G.H., et al., (1985)
An Untold Story

. . .education should turn out the pupil with something he knows well and something he can do well. The intimate union of practice and theory aids both. . .(p. 58)

From: Whitehead, A.N. (1953)
Aims of Education

Lifelong learning is promoted through vocational education. (p. 31)

From: Miller, M.D. (1985)
Principles and Philosophy of Vocational Education

Self-esteem and responsibility must be woven into the total educational program. (p. 65)

From: California Task Force (1980)
Towards a State of Esteem

School must be structured so as to allow the modeling of authentic work experience during, not separate from, formal schooling. (p. 1)

From: Nat. Center for Res. in Voc. Educ. (1990)
Center Work Newsletter

3. . . .to develop written, verbal and computer communication skills in relevant and meaningful situations.

No instructor should be more equipped to render assistance in such a key area of reading than a vocational teacher. (p. 52)

From: Incardone, P. (1978)
Vocational Education

Vocational Education is both a body of knowledge and an educational process, but the educational process has not received the degree of attention it deserves. (p. 5)

From: Nat. Comm. on Sec. Voc. Educ. (1984) The Unfinished Agenda

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> . . .a vocational instructor has the wherewithal, above and beyond the general classroom teachers, to motivate students to learn job-related communication skills. . . (p. 33)
>
> From: Siefferman, L. D. (1981)
> Vocational Education

4. . . .to develop awareness of potential sources of employment and contribution.

> Vocational-technical education is the largest, most comprehensive sophisticated and accountable occupational education system in the world. It is this nation's mainstream system for preparing people for skilled, productive work. . . (p. 1)
>
> From: Nat. Assn. State Dir. of Voc. Educ. (1989)
> Vocational Technical Education: Meeting Growing Needs

> Vocational education is a means by which a secondary school can be comprehensive, serving the needs and interests of all students in a prescribed geographic area. (p. 15)
>
> From: Copa, G. H., et al., (1985)
> An Untold Story

5. . . .to establish relevance between the academic and the practical--the theoretical and the applied--the school and the world beyond.

> Our secondary school students. . .want to see themselves as participants in the world they live

in. . .they want the world to be in the school and the school in the world. (p. 352)

From: Foshay, A. (1970)
Curriculum for the 70's: An Agenda for intervention

. . .vocational education often serves as the glue which holds the student's total education together, making academic work more meaningful and goal-oriented. . . (p. 5)

From: Nat. Comm. on Sec. Voc. Educ. (1984)
The Unfinished Agenda

. . .there can be no adequate technical education which is not liberal, and no liberal education which is not technical; that is, no education which does not impart technique and intellectual vision. . . (p. 58)

From: Whitehead, A. N. (1953)
Aims of Education

. . .there is no such thing as educational value in the abstract. . . (p. 46)

From: Dewey, J. (1938)
Experience and Education

. . .many more individuals appear to learn concepts and abstractions much more thoroughly when taught in practical, hands-on activities. . . (p. 3)

From: Nat. Assoc. State Dir. of Voc. Educ. (1989)
Vocational Technical Education: Meeting Growing Needs

The connection between any aspect of a vocational class and a student's immediate life gives meaning to school. Some concerns that give meaning to school are as concrete as fixing the brakes on one's car. Others are less tangible, such as learning about sibling rivalry. (p. 15)

From: Copa, G. H., et al., (1985)
An Untold Story

6. . . .to develop higher order thinking skills.

. . .there is evidence of increased attention to the importance and applicability of teaching higher order thinking skills in and across vocational services areas. (p. 22)

From: Ohio Council on Vocational Education (1988)
Teaching Higher Order Thinking Skills: Implications for Vocational Education

. . .the corresponding merit of a technical education is, that it follows out deep natural instinct to translate through into manual skill, and manual activity into thought. (p. 61)

From: Whitehead, A. H. (1953)
Aims of Education

Vocational education has the potential for becoming an exemplary "teaching and learning laboratory" for the development of higher order thinking skills. (p. 24)

From: Ohio Council on Vocational Education (1988)
Teaching Higher Order Thinking Skills: Implications for Vocational Education

. . .there is evidence of increased attention to the importance and applicability of teaching higher order thinking skills in and across vocational education service areas. . . (p. 22)

From: Ohio Council on Vocational Education (1988) Teaching Higher Order Thinking Skills: Implications for Vocational Education

The symbol manipulation and abstract thinking skills required in many technical jobs today are learned effectively through a combination of practice and explicit teaching in a meaningful context. (p. 56)

From: Raizen, S. A. (1989) Reforming Education for Work A Cognitive Science Perspective

7. . . .for exploitation of the finest theories of learning in a life-like environment.

Vocational education has the potential for becoming an exemplary "teaching and learning laboratory" for the development of higher order thinking skills. . . (p. 24)

From: Ohio Council on Vocational Education (1988) Teaching Higher Order Thinking Skills

Vocational education is both a body of knowledge and an educational process, but the educational process has not received the degree of attention

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it deserves. . . (p. 4)

From: Nat. Commission on Sec. Voc. Educ. (1984)
The Unfinished Agenda

Vocational education classes provide a change of pace from . other experiences in the comprehensive high school. According to students and educators, the classes have a different structure, provide different learning experiences, provide a link to the outside world, and are more future-oriented than other courses. (p. 13)

From: Copa, G. H., et al., (1985)
An Untold Story

. . .the real strength of vocational education lies in its ability to motivate students. . . (p. 5)

From: Nat. Commission on Sec. Voc. Educ. (1984)
The Unfinished Agenda

Vocational education's potential to respond to diverse learning styles has been underutilized. (p. 4)

From: Nat. Commission on Sec. Voc. Educ. (1984)
The Unfinished Agenda

8. . . .to acquire first-hand knowledge based on practice and experience.

. . .first-hand knowledge is the ultimate basis of intellectual life. . . .the second-handedness of the

learned world is the secret of its mediocrity. . . (p. 61)

From: Whitehead, A. N. (1953)
The Aims of Education

Vocational education keeps students in school, offering an applications oriented approach to learning that many students, especially those with special needs, find more beneficial than the typically theoretical approached of academic courses.

From: Hayward, B.J., Adelman, N.E. & Apling, R. N. (1988)
In: Discussion papers for National Assessment of Vocational Education. Exemplary secondary vocational education: An exploratory study of seven programs.

. . .students get immediate feedback on how well they are performing. (p. 5)

From: Nat. Commission on Sec. Voc. Educ. (1984)
The Unfinished Agenda

The basic premise of pioneering learning research in the cognitive sciences is that separating learning from doing and the sequential teaching skill hierarchies are ineffective. Learning and doing are not distinct in real life. (p. 1)

From: Nat. Center for Research in Voc. Educ. (1990)
Center Work Newsletter

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. . .vocational education offers an alternative to the traditional, passive instructional process since its process is inherently active and cooperative. . . (p. 38)

From: Silberman, H. F. (1988)
Vocational Education

9. . . .to put all the disciplines together in the context of reality and in a holistic function of education.

. . .additionally, the successful schools forge strong linkages with business and industry, which permits them to organize curricula around an industry and integrate theory and practice. (p. 62)

From: Raizen, S. A. (1989)
Reforming Education for Work: A Cognitive Science Perspective

. . .students develop competence and confidence in these abilities by applying both knowledge and skills to the task at hand. . . (p. 5)

From: Nat. Commission on Sec. Voc. Educ. (1984)
The Unfinished Agenda

The keystone of vocational education is its instructional system. . . (p. 268)

From: Barlow, M. (1974)
The Philosophy of Quality Vocational Education Programs

At its best, VTE epitomizes the

decompartmentalized, concentrated, integrated education. . . (p. 3)

From: Nat. Commission of State Dir. of Voc. Educ. (1989)
Vocational Technical Education: Meeting Growing Needs

. . .there is more evidence that integration of curriculum with real work experiences builds students' interest and stimulates creativity. (p. 37)

From: Osgood, V. (1989)
"Live" Work in the Classroom
Vocational Education (Journal)

. . .the nature of vocational programs, and their content and structure, merge the students' school and nonschool lives to a greater extent than may be true of other secondary school programs, thus surfacing problems for discussion. (p. 5)

From: Copa, G.H., et al., (1985)
An Untold Story

Societal Values

Vocational education provides the individual as a citizen and a functioning member of a democratic society with the opportunity--

1. . . .to develop salable skills essential for meeting the requirements of the workplace.

The vocational technical education system is the

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nation's mainstream system for preparing people for skilled, productive work.

> Statement of the National Association of State Directors of Vocational Education before the Education and Labor Committee, U. S. House of Representatives, March 7, 1989

Curricula for Vocational Education are derived from requirements in the world of work. (p. 117)

> From: Miller, M.D. (1985)
> Principles and Philosophy of Vocational Education

Field-based learning programs benefit all students. These activities:

- o provide assistance to students in career decision making;
- o provide understanding of the reality of the workplace;
- o Include opportunities to acquire necessary work habits, develop job skills, and establish an employment record;
- o Connect students and employers in mutually satisfactory arrangements, and
- o Motivate students by providing earnings and potential for regular employment. (p. 22)

> From: Nat. Commission on Sec. Voc. Educ. (1984)
> The Unfinished Agenda

2. . . .for contribution to the gross national product as well as the national well being.

> Nowhere is it possible to have a first-rate educational system without a first-rate vocational component. (p. 16)
>
> From: Swanson, G.O. (1988)
> Vocational Education

> Vocational-technical education in an economically worthwhile investment for individuals and society. (p. 362)
>
> From: Warmbrod, J. R. (1971)
> Contemporary Concepts in Vocational Education

> . . .vocational education is essential in equipping individuals to function within and contribute to our society thereby making a major contribution to the well-being of our nation. (p. 145)
>
> From: Allen, D. (1974)
> The Philosophy of Quality Vocational Education Programs

> . . .Vocational-technical education will be the key to preserving our largest, natural resource--a productive workforce--and thus in keeping our nation competitive internationally. (p. iv)
>
> From: National Council on Vocational Educ. (1989)
> Occupational Competencies Report

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. . .the extra cost to taxpayers for providing vocational education as opposed to regular academic programs (at the high school level) appears to be paid back within four years by program graduates. It is paid back through sales tax gains derived by higher wages and reduced welfare costs resulting from lower unemployment. (p. 7)

From: Greenhut, M. (1988)
Real Learning

3. . . .for citizenship development and participation.

The purposes of vocational education are those ends to be attained by students. These are: building competence, applying the basics of knowledge to and from vocational education, thinking through problems, learning technical skills, exploring life roles, learning to work together, expressing self, extending self to community, and going on stage with life roles. (p. 3)

From: Copa, G. H., et al., (1985)
An Untold Story

Our society benefits when we provide opportunities for all people to develop their basic skills. The more skilled our people are, the more productive and fulfilling our communities are for human growth and life. (p. 36)

From: California Task Force (1990
Toward a State of Esteem

Vocational youth groups have time and again proved their value as a life-line from the school to the community. (p. 40)

From: Johnson, L.W. (1971)
Contemporary Concepts in Vocational Education

The annual Gallop polls have repeatedly shown that Americans want their secondary schools to be comprehensive in function: polls also report that the public sees the goals of education as the development of (1) enlightened citizens, (2) productive workers, and (3) lifelong learners. (p. 6)

From: ASCD Task Force (1985)
With Consequences for All

4. . . .for increased earning power as well as consumer capability.

. . .youth from disadvantaged backgrounds who take vocational courses are less likely to be unemployed and more likely to obtain better paying jobs.

From: Bishop, J. (1988)
School to Work Transition for Disadvantaged Youth

By learning to appreciate quality and to judge lack of quality, students adopt an equally important role as critical thinkers, learning to understand standards and qualities associated with products, services, and human interactions.

From: Copa, G. H., et al., (1985)
An Untold Story

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Students who completed vocational courses made an average of $1,724 a year more than those employed in the same fields but who did not participate in vocational programs. An analysis of 20 vocational programs from which data were available suggests the cost of providing the programs is $4.1 million above what it costs to provide other academic programs, whereas the benefits in sales tax gains and unemployment savings for vocational completers totaled $1.3 million a year. In slightly more than three years, Greenhut concludes, the cost may well be repaid. (p. 7)

From: Greenhut, M. (1989)
Real Learning

5. . . .to develop a proper work ethic in a competitive industrial society.

To obtain highly sophisticated technicians, partnerships with education is absolutely essential. . . .of 44 employees we hired (eight years ago), we have an 89 percent retention rate. The average increase in pay from hire date to present is 87 percent. This speaks well for the 'work ethic' commitment that VICA personifies.

By: John H. Whiteside, Vice President, Human Resources, General Dynamics, Pomona Division

It is important for us to encourage excellence in personal, academic, artistic, athletic, social, spiritual, and work skills. We can do this within families, schools, and other community groups. Living with expectations creates meaning and direction in people's lives. (p. 30)

From: California Task Force (1990)
Toward a State of Esteem

6. . . .to develop leadership skills.

"We find that the students who are members of VICA develop not only job and employment skills, but they also gain social awareness and leadership skills that are greatly needed by our society today.

By: Kenneth R. Edwards, Director
Skill Improvement Training
International Brotherhood of
Electrical Workers (IBEW)

"I know it's a combination of my education and my VICA skills that helped me get the job I wanted."

By: Jeff Hovey, Education Manager
VersaCAD Corp.

"VICA students not only bring their trade skills, but also leadership skills and the ability to communicate with the rest of the workforce. Therefore, they're automatically on a faster track than those who walk in the door who have not been associated with an organization like VICA."

By: Ralph E. Hawes, Jr.
Executive Vice President
Missiles and Electronics
General Dynamics Corporation

"Training is incomplete without the personal skill development, motivation and leadership programs provided by student organizations such as VICA. The crucial importance of this added dimension cannot be underestimated."

By: John B. Curcio, Chairman of the
Board and Chief Executive Officer
Mack Trucks Inc.

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7. . . .to provide a workforce contributory to economic growth.

> . . .polls also report that the public sees the goals of education as the development of (1) enlightened citizens, (2) productive workers, and (3) lifelong learners. (p. 6)
>
> From: ASCD Task Force (1985)
> With Consequences for All

> The vocational technical education system is the nation's mainstream system for preparing people for skilled, productive work.
>
> From: Statement of the National Association of State Directors of Vocational Education before the Education and Labor Committee, U.S. House of Representatives. March 7, 1989.

> Students who complete a coherent sequence of vocational course work and obtain good jobs earn considerably more than comparable youth with less vocational training. (p. 8)
>
> From: Wirt, J.G., March 7, 1989 testimony for the National Assessment of Vocational Education

8. . . .to provide for a mobile workforce in times of economic and technological change.

> . . .vocational-technical education can significantly

affect several crucial social and economic problems facing our nation and in the years to ahead. . . (p. 5)

From: Nat. Assoc. of State Dir. of Vocational Educ. (1989)
Vocational Technical Education: Meeting Growing Needs

Needs of the community are reflected by programs of Vocational Education. (p. 39)

From: Miller, M.D. (1985)
Principles and Philosophy of Vocational Education

The major objectives of VTE are to prepare people for employment and for lifelong learning. . . (p. 1)

From: Nat. Assn. of State Dir. of Vocational Educ. (1989)
Vocational Technical Education: Meeting Growing Needs

9. . . .to help alleviate and constructively deal with the costly problem of student dropout from the secondary schools.

A growing body of research suggests that the dropout problem can be reduced through improved educational programming, and that vocational education has a role to play in such efforts. In many exemplary dropout prevention programs, vocational education and related work experiences are coupled with other critical components. (p. 36)

From: Weber, J. M. (1988)
Vocational Education

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The historic contribution VTE has made to combating the dropout problem should serve as a foundation for making VTE a stronger component of the dropout solution. . . (p. 5)

From: Nat. Assn. of State Dir. of Voc. Educ. (1989)
Vocational Technical Education: Meeting Growing Needs

. . .when properly structured, programs that identify dropout-prone students, provide guidance and counseling services, and provide opportunities to explore and learn the occupational skills that define specific careers appear to be beneficial in reducing the dropout rate. (p. x)

From: Weber, J. M. (1987)
Strengthening Vocational Education's Role in Decreasing the Dropout Rate

Longitudinal studies comparing dropouts with completers have found a positive correlation between participation in vocational education and high school retention. . . (p. 36)

From: Weber, J. M. (1988)
Vocational Education

. . .many students report that they would have dropped out of high school if they had not had the opportunity to take vocational courses in high school. (p. 5)

From: Nat. Com. on Sec. Voc. Educ. (1984) The Unfinished Agenda

Commentary

There is no doubt that the content and methodology of vocational education has a rightful and contributory place in the current educational scene. The issue facing vocational educators is one of outreach into the broader educational arena (literature, conferences, organizations, etc.) with a message that is stated in the language and perspective of that community with respect to how learning takes place, psychological principles, and societal needs, as well as the current emphases on a holistic form of education. The thrust would be to move out into the educational profession with actions and testimony that vocational education in actual practice through its content, processes, setting, and community involvement, can demonstrate its viability as a partner in the total educational picture. This documentary is just one dimension of the outreach process. It is one that takes the language, principles, and perspectives of the profession and provides a form of evidence of the role that vocational education has to play.

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It is also important to state that the preceding list of values and their supporting statements do not reach into all the dimensions of contributions of vocational education in the areas of academic, personal and societal. It is a beginning that may be pursued to a much greater degree in promoting the worth of vocational education in its constant battle for recognition and acceptance in the total educational community.

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